

**Effectiveness of Language Games in Teaching Writing at EFL Classroom:
An Action Research**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Pradip Nepali**

**Department of English Education
University Campus
Tribhuvan University
Kirtipur, Kathmandu
2024**

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Recommendation for Acceptance

This is to certify that **Mr. Pradip Nepali** has prepared the thesis entitled **Effectiveness of Language Games in Teaching Writing at EFL Classroom: An Action Research** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 18/06/2024

Mr. Ashok Sapkota (Supervisor)

Lecturer

Department of English Education

University Campus

Tribhuvan University

Kirtipur, Kathmandu

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following
Research Guidance Committee:

Signature

Dr. Gopal Prasad Pandey

Head and Reader

Department of English Education

T.U., Kirtipur, Kathmandu

.....

(Chairperson)

Mr. Ashok Sapkota (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

.....

(Member)

Mr. Guru Prasad Poudel

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

.....

(Member)

Date:

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Gopal Prasad Pandey

Head and Reader

Department of English Education

T.U., Kirtipur, Kathmandu

.....

(Chairperson)

Dr. Tara DattaBhatta

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

Expert

Mr. Ashok Sapkota

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

.....

(Member)

Date: 04/07/2024

Declaration

I, hereby, declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 17/06/2024

.....
Pradip Nepali

Dedication

This thesis is dedicated

To

My Parents

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I am deeply grateful to my thesis supervisor, **Mr. Ashok Sapkota**, Lecturer, Department of English Education, University Campus, Kirtipur, Kathmandu. His constant supervision, regular inspiration, theoretical insights, and valuable suggestions were crucial throughout my study. I sincerely acknowledge his invaluable instructions, guidance, and strong cooperation in completing this work.

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Abstract

This study, titled "**Effectiveness of Language Games in Teaching Writing in EFL Classrooms: An Action Research**," aimed to evaluate the effectiveness of innovative techniques in teaching writing at the Basic level and to identify the major challenges in using these techniques. A qualitative research method, specifically action research, was employed to conduct the study. The study population comprised non-secondary English teachers in the Kathmandu district, with a sample selected through non-random purposive sampling. To collect the necessary data, I conducted open-ended in-depth interviews and classroom observations. The data were analyzed and interpreted, revealing that students initially struggled with writing but showed significant improvement when language games were introduced, compared to traditional teaching methods. I built rapport with the students and teachers, administered a pre-test to assess students' existing proficiency in writing, vocabulary, and intention, and conducted progress tests during the study period, concluding with a post-test. The key findings indicated that the average pre-test score was 10.8, the progress test average was 14.23, and the post-test average was 18.63, demonstrating a significant increase in students' performance. Language games facilitated the development of various sub-activities in writing, encouraged group work, pair work, and project-based activities. The main aim was to determine the effectiveness of language games in teaching writing, showing that students were motivated, attentive, and actively participated in tasks.

The research is organized into five chapters. Chapter one introduces the study, covering the background, problem statement, objectives, research questions, significance, delimitation, and operational definitions of key terms. Chapter two reviews the literature, theoretical framework, and implications. Chapter three details the methods and procedures used. Chapter four presents the results and discussion, exploring English teachers' knowledge and attitudes towards action research in classroom practice, the challenges encountered, and ways to overcome them. Chapter five provides a summary, conclusion, and implications.

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Chapter I

Introduction

The study's history, problem statement, aims, research questions, significance, delimitations, and operational definitions of important terminology are the primary topics covered in this chapter.

Background of the Study

Because of the impact of globalization, using English as a teaching or inventive technique medium has grown around the world. This is mainly ascribed to highlighting the crucial function that English plays as a worldwide lingua franca, facilitating communication between people of different linguistic backgrounds. According to Anu (2019), innovative techniques are widely discussed and used in many educational institutions globally, demonstrating their value. English has earned the moniker "language power," as it is acknowledged as an essential instrument for success in the worldwide markets. Its significance spans several industries, including business, education, human rights advocacy, diplomacy, libraries, and employment. English serves as a contact language that connects many industries, increasing global interconnectedness.

Innovative techniques in teaching practices refer to the implementation of new methods in teaching English, even when it is not the first language of the majority population. These techniques are often synonymous with content and language integrated learning (Hung, 2015). The primary aim is to use English as a medium to teach various subjects, thereby enabling students to compete on an international level, enhancing the market value of the target language, and promoting knowledge exchange. Traditionally, language teaching was mainly focused on reading and writing skills, often neglecting speaking and listening. However, modern language education emphasizes proficiency in all four language skills: listening, speaking, reading, and writing. None of these skills are overlooked, and both spoken and written forms of the language are given equal importance. Consequently, contemporary language teaching adopts a comprehensive approach that addresses all aspects and skills of the language, recognizing that mastery of a language is essential for societal survival (Gannon, 1985).

Teachers perceive innovative techniques as a means to improve communication, exchange ideas, build international relations, foster world peace, and provide opportunities for success to their students. However, challenges persist, with ongoing debates about whether innovative techniques facilitates or hinders teaching and learning. Questions arise about the preference for innovative techniques or mother tongue Instruction (MTI), and there is a lack of clarity in educational policies in Nepal, leaving teachers uncertain about innovative techniques practices. Writing serves as one of the key productive skills, playing a pivotal role in language proficiency. It serves as a crucial avenue for conveying ideas in a formal, systematic, and organized manner. The act of writing involves the symbolic representation of language using graphic signs, as described by Yule (1996). It entails the expression of thoughts, ideas, and emotions in a written format, essentially serving as a visual representation of spoken language. This process encompasses various sub-skills, including the appropriate use of contextual words, proper punctuation, correct spelling, and maintaining a grammatically sound sentence structure.

Statement of the Problem

The study highlights diverse perspectives on the practice of involvement in community schools, emphasizing the importance of effective teaching and motivation as key factors for successful learning. This research examines the guiding or supporting factors influencing the implementation of Innovative techniques, particularly writing in community schools, exploring the perceptions of teachers and students from various community schools.

Teaching writing is distinct from teaching other language skills because, because it requires a complex set of skills, it is generally regarded as the hardest skill for learners of second languages (L2) to acquire. Even with the abundance of teaching strategies for writing, like group projects, transcription, handwriting, etc., teachers are still faced with the challenge of figuring out which approaches work best when teaching English as a foreign language (EFL). Teaching writing skills, in particular, to pupils at the basic level is a challenging endeavor that cannot be disregarded without undervaluing the important role writing plays in supporting the development of other language skills.

Compared to other language skills, mastering writing is acknowledged as a particularly formidable challenge. Consequently, teaching writing becomes a demanding task as educators encounter multiple issues at this proficiency level (Larsen, 2005). The writing process is influenced by factors such as level, age of learners, class, practice, motivation, cultural background, and group dynamics among learners. These factors present obstacles in effectively imparting the writing process to students. Basic-level students, in particular, face the challenge of being physically immature to control their processes, while simultaneously grappling with the cognitive demands of generating meaningful sentences through thoughtful arrangement of words and phrases.

In essence, there is a lack of a well-defined set of tasks for instructing writing in EFL classrooms. Numerous issues compound the difficulties of teaching writing at the basic level. Existing research has explored the challenges and problems associated with teaching writing, but English language teachers in EFL contexts have not yet identified effective strategies for addressing these issues at the basic level. Consequently, many English teachers struggle to recognize and navigate the challenges of teaching writing to basic-level students. Therefore, there is a compelling interest in exploring and understanding the specific issues involved in teaching writing at the basic level.

Despite challenges, involvement has brought progress in student learning achievements in certain cases. However, factors such as the lack of language proficiency among teachers and students, communication gaps, and insufficient support contribute to difficulties in involvement implementation existing literature by authors like Heidi (2017) who identifies problems such as teacher proficiency, lack of parental involvement, loss of mother tongue or culture, a shortage of involvement teachers, inadequate resources, unclear guidelines, and a gap between national education policy.

In the realm of teaching English to speakers of other languages (EFL) and within language literature instruction, various approaches to writing have been explored. These include techniques such as:

- a. Rewriting from alternative perspectives.

- b. Adjusting linguistic styles to examine varying communicative impacts.
- c. Formulating predictions and adding to texts as part of an in-depth analysis.

Engaging in cross-genre writing, transitioning between poetry and prose and vice versa (Carter and Nunan, 2001, p.30).

This study addresses the gap in research on influencing factors in writing skills like: language as a mother tongue, diversity in classroom, teacher preference of medium, lack of sufficient teaching materials, and weak linguistic proficiency of teachers. The research contributes valuable insights, comparing policy and practice, understanding the attitudes of teachers towards involvement and mother tongue instruction.

Objectives of the Study

The following were this study's primary goals:

- i. To find out effectiveness of innovative techniques while teaching writing at Basic level.
- ii. To identify the major challenges while teaching writing through innovative techniques.
- iii. To identify pedagogical implications for teachers based on the findings.

Research Questions

The study's principal research questions are as follows:

- i. What is the effectiveness of teaching writing using innovative technique?
- ii. What are the major challenges while teaching writing through innovative techniques?

Significance of the Study

This study's main goal is to identify obstacles to writing instruction. The purpose of the study is to increase students' awareness of their writing skills and provide insight into the pedagogical ramifications of errors made during free writing. This study is important for scholars in the future who want to study writing

proficiency instruction. It is also relevant for teachers of English language in public schools located in rural areas, offering helpful strategies for teaching writing to English language teachers and curriculum designers (ELT).

This study offers benefits to individuals directly or indirectly engaged in English education, including teacher trainers, institutions providing teacher training, and teachers in teaching writing. Its value extends to all those actively or indirectly involved in the teaching field, particularly in the realm of English Language Teaching.

Delimitations of the Study

This study was delimited in the following ways:

- i. The study was confined to basic level in the Kathmandu district.
- ii. Purposive non-random sampling was the chosen technique for selecting the sample from the population.
- iii. Data collection was based in-depth interviews with probing questions.
- iv. The study are of the community schools in Kathmandu.

Operational Definitions of Key Terms

Classroom. A room in a community school where a group of students is taught through the medium of English.

Community school. Schools which is financially supported by the government of Nepal.

English language. In this research, English language refers to the global language predominantly used as a medium of instruction in school teaching and learning activities.

Innovative Techniques. New educational approaches, such as those utilizing writing, transcribe, and writing assessment, have proven to enhance higher-level cognitive abilities and conceptual comprehension. These methods often foster students' creativity, imagination, and problem-solving capabilities.

Mother tongue. First language used by students at their home.

Practice. Teaching and learning activities conducted by basic level teachers in community schools in Nepal.

Writing skill. One of the useful language skills is writing. Students who write have more time to reflect than those who try to have spontaneous conversations.

Chapter II

Review of Related Literature

This covers the conceptual framework of the study, the implications of the review for the investigation, and reviews of related theoretical and empirical literature.

Review of Theoretical Literature

In a literature review, books, academic articles, and other pertinent materials related to the research field are examined. These works are described, summarized, and critically evaluated in relation to the research subject that is being studied. The theoretical literature review facilitates the identification of extant theories, their interrelationships, the degree of investigation conducted on these theories, and the development of novel hypotheses. This kind of review, which uses a theoretical notion, complete theory, or framework as the unit of analysis, is frequently used to highlight holes in current theories or shortcomings in the explanation of newly arising research topics. The following theoretical literature is explored in order to improve the theoretical framework:

Writing Skill: Teaching writing is a crucial aspect of language education, and writing is considered one of the productive language skills. It allows students more thinking time than spontaneous conversation, facilitating language processing and development. Writing requires many different things, such as efficient language use, text organization, style, layout, and layout. The three main components of teaching writing that lead to successful and joyful writing in a variety of styles are the writing genre, the writing process, and developing writing habits. Mastery of basic components is essential for effective writing, and motivation plays a vital role in encouraging students to write extensively.

Teaching Writing Strategies: Personal involvement of students is essential in writing exercises to ensure lasting learning experiences. Encouraging student participation while refining and expanding writing skills requires a pragmatic approach from teachers. The choice of target areas for writing exercises depends on factors such as student levels, age, reasons for learning English, and specific writing

intentions. The means of implementation, considering factors like the type of writing required (formal or expressive), should align with the target areas. To involve students effectively, teachers consider students' interests, relevance to specific events or tests, and past effective methods, often using class feedback or brainstorming sessions to determine appropriate topics.

Baily (2006, P. 23) discusses the characteristics of academic writing, highlighting its linearity in English. He outlines several features of academic writing:

Complexity: Written language tends to be more intricate than spoken language. It utilizes longer words, is lexically denser, and employs a more diverse vocabulary. Noun-based phrases are more prevalent than verb-based ones.

Formality: Academic writing is relatively formal, discouraging the use of colloquial words and expressions in writings.

Clarity: Good writing should be clear, presenting the substance of the original text in one's own language as distinctly as possible. It should leave no doubt in conveying the information from the original text.

Objectivity: Written language is generally objective, minimizing references to the writer or the reader. Emphasis should be on the information provided and the arguments presented rather than the writer's perspective.

Explicitness: Academic writing is explicit about relationships in the text, requiring the writer to make clear how various parts of the text are related through the use of signaling words.

Accuracy: Academic writing employs vocabulary accurately, using words with specific and narrow meanings corresponding to the subject.

Hedging: In academic writing, decisions about one's stance on a subject or the strength of claims made are crucial. The use of hedges, a linguistic technique, is common in certain academic writing styles.

Responsibility: Academic writers must be responsible for and provide evidence and justification for any claims made. Demonstrating understanding of source texts is also a responsibility.

Regarding the approaches to teaching writing in the English as a Foreign Language (EFL) classroom, there is no rigid rule, and the process may vary based on learners, teachers, contexts, and places. Teaching writing has been a contentious issue in foreign language teaching, leading to diverse approaches, methods, and techniques. In EFL settings, three historical types of approaches are identified (Widdowson, 1978):

Product Approach: Students are expected to produce correct textual forms that adhere to models provided by teachers. The emphasis is on the final product, evaluating success based on well-structured and grammatically correct compositions.

Process Approach: This approach focuses on the stages of writing, including planning, drafting, revising or redrafting, and editing. It aligns with constructivist theory and social interaction learning, emphasizing the role of learning methods.

Genre Approach: This approach involves studying and producing texts within specific genres, emphasizing the social context and communicative purpose of writing in different genres.

The steps involved in writing skills can vary based on the type of writing, but there are common procedures that can be followed for our purpose. Writing is a challenging task that demands deep knowledge of the subject matter, along with sound writing skills and mastery of the language medium. When engaging in any writing exercises, the following common procedures should be followed:

Planning: This is the initial step in writing skills. The writer needs to specify the topic, providing a precise statement of what the writing was about.

Getting Ideas: The second step involves the collection and formulation of ideas. The writer must jot down all possible points related to the subject, creating a quick and short note that may be disordered.

Organizing the Ideas: In this step, the writer arranges the collected points and headings in order, carefully reading the theme statement to identify a pattern of development. Main headings should be supplemented by sub-headings, creating a draft of headings and sub-headings.

Preparing an Outline of the Writing: This fourth step involves organizing main headings properly and ordering sub-headings under them. Main headings are indicated by capital letters (A, B, C, etc.), sub-headings by Arabic numerals, and further sub-divisions by small letters (a, b, c, etc.). This step aims to create a well-ordered outline for the writing.

Production (Free): The final step in the writing process is to write the complete piece based on the prepared outline. After completing the writing, the author must read through the draft, revising it for clarity and grammatical accuracy.

Ideas/Content: Ideas serve as the heart of the message, representing the main theme along with enriching details. Strong ideas contribute to a clear, important, interesting, and informative message.

Organization: This refers to the internal structure of a piece of writing, showcasing the writer's creativity. Organizational structures may be based on comparison, logical progression, analysis, chronological history, etc.

Voice: Voice is the individual writer's unique magic and feeling coming through the words. It represents the personal flavor of the writing.

Mechanics: Mechanics involve punctuation, which helps organize written language and clauses. Punctuation marks are used to divide sentences and phrases, contributing to the clarity of meaning in writing.

Teacher educators disagreed on several points when asked about the contribution academic writing makes to teachers' professional growth. Some underlined that academic writing gives professionals a platform to publicly reflect on their own practices and learn about other people's viewpoints. Furthermore, they mentioned that professionals might deal with difficulties by exchanging experiences with peers in related industries. Additionally, academic writing helps instructors

become better writers, which increases their efficacy in the classroom and facilitates the production of numerous papers and journal articles.

Others highlighted that academic writing facilitates staying updated, innovative, and creative in response to current trends. They emphasized that it fosters networking with other professionals in the field.

Similar research projects could examine the methods and outcomes of academic writing. This study collects the viewpoints of educators on academic writing. In this study, academic writing was considered a means of professional development; similarly, other novel techniques could be research topics and strategies for professional development.

In this investigation, survey research served as the study's design, and employing alternative designs and data collection methods could yield differing findings compared to this study.

In conclusion, writing is systematically learned, and its mastery is achievable with clear knowledge and appropriate practice in relevant situations. Writing holds immense importance in academic and administrative fields, influencing academic achievements and career success. The study emphasizes the systematic learning of writing and underscores the significance of engaging students personally in writing exercises for effective and enduring learning experiences.

Review of Empirical Literature

The subject of teaching writing in the Department of English Education has been the subject of numerous studies. Nonetheless, studies that particularly address this particular problem are conspicuously lacking.

Acharya (2011) concentrated on determining the methods utilized by English teachers to instruct students in writing. Using an observation checklist, he collected data on 10 English teachers who were chosen at random from five schools in the Kathmandu district. The results showed that very few teachers used visual aids to teach writing skills. Oral composition was not mentioned in any of the other activities that teachers used to teach writing skills, including providing exercises, describing

people, encouraging student participation, pre-writing exercises, and controlled and free writing.

The purpose of Dahal's (2012) study project, "Role of Visual Aids in Developing Writing Skill," was to evaluate how well visual aids work when teaching fundamental writing abilities. Thirty students in Grade VII from The Rising English Basic School in Bhaktapur participated in the experimental study. Pre- and post-test evaluations used test items, and the findings showed that using visual aids in the classroom increased student performance compared to teaching without them.

Research was conducted in 2013 by Adhikari on "Techniques used by IELTS Instructors While Teaching Writing Skill." His primary objective was to use purposive sampling to determine the methods used by IELTS instructors from ten different institutes in the Kathmandu Valley. The study showed that while free writing gave students the opportunity to voice their opinions, more controlled activities were better suited for guided writing. Teachers of free writing frequently employed techniques including planning, word choice, grammatical correctness, logical presentation with illustrations, and appropriate structure.

The "Challenges Faced by English Language Teachers in Teaching Writing Skill" were examined by Shrestha (2016). She chose 40 English language instructors from government-aided schools in the Sindhuli district using a survey study approach. The results showed that teaching writing skills through materials and practical methods was thought to be the most successful approach.

Aryal (2017) carried out a study titled "Tasks for Teaching Writing at Basic Level," with the goal of determining the activities that basic level English teachers utilize to teach writing and looking at the tasks that are most favored in an EFL setting. She polled twenty-five teachers from the districts of Lalitpur and Kathmandu using questionnaires. According to the findings, students preferred using controlled writing assignments to learn writing conventions and sentence patterns.

Similarly, Oli (2018) conducted a study titled 'Assessing 9th-grade students' speaking proficiency in public schools'. The primary aim was to evaluate the speaking skills of 9th-grade students. Oli selected 10 schools from Kathmandu and

Bhaktapur districts, with five students from each school, employing purposive random sampling based on writing and pronunciation criteria. Data collection tools included questionnaires, checklists, and written responses from 10 English teachers. The findings revealed that urban students exhibited higher speaking proficiency compared to their rural counterparts.

Likewise, Ghimire (2019) investigated 'Challenges in implementing communicative approach in secondary education'. The objective was to identify obstacles encountered in applying communicative methods at the secondary level. Data were gathered from English teachers in governmental and public schools in Jhapa district, with a sample of fifty teachers from twenty schools chosen through random sampling. Ten schools were governmental, and ten were public English medium schools. Questionnaires were utilized for data collection, revealing significant challenges such as insufficient infrastructure, large class sizes, and inadequate understanding of the communicative approach.

Analyzing Classroom Activities for Teaching Speaking at the Secondary Level is the title of a study carried out by Pandey (2019). The main goals were to list the speaking exercises used in instruction and evaluate the practical limitations on carrying them out. For this study, primary and secondary data sources were used. Using a predetermined checklist, Pandey monitored secondary level courses and gave teachers questionnaires to collect primary data. The investigation showed that while conversations, group work, and pair work were often used speaking activities, teaching speaking skills was significantly hampered by inhibitions, a lack of physical facilities, and the usage of mother tongues.

Furthermore, Paudel (2020) investigated the 'Assessment of Speaking Test Quality: A Case Study of the SLC Test'. The main goal was to evaluate the quality of speaking tests administered during the SLC examination in 2063. The researcher distributed three sets of questionnaires to 60 SLC students, administrators, and District Education Officers (DEOs) across three districts. The study found that the content, context, materials, and process of the SLC speaking test lacked consistency and standardization, thereby hindering fluency development. Teachers and students perceived these tests as mere formalities.

In order to determine the barriers to teaching and learning speaking skills at the secondary level in the Nuwakot district, Neupane (2021) carried out a study on "Challenges in Teaching and Learning Speaking Skills." Observation forms and questionnaires were used to meet the goals. Thirty instructors from fifteen different schools in Nuwakot were given questionnaires, and fifteen classes were observed in order to identify issues and their root causes. An approach known as non-random sampling was used to choose the teachers. The investigation uncovered significant obstacles such as students' poor English proficiency, insufficient attention on speaking assessments in exams, and inadequate physical facilities and instructional resources for speaking.

Giri (2022) conducted a study titled 'Evaluation of Techniques Utilized by English Teachers for Assessing Speaking Skills'. The aim was to identify the techniques employed and assess teachers' opinions regarding these techniques for assessing speaking skills among secondary level students in Palpa district. Giri gathered data from twenty secondary schools in Palpa district.

In addition to, Ghimire (2023) undertook research on 'Challenges in Implementing Communicative Approach at the Secondary Level'. The objective was to identify obstacles encountered in applying the communicative approach at the secondary level. Data were collected from English teachers in governmental and public schools in Jhapa district, with a sample of fifty teachers from twenty schools chosen through random sampling. Among the selected schools, ten were governmental and ten were public English medium schools. Data were collected via questionnaires, revealing significant challenges such as inadequate physical facilities, large class sizes, and a lack of comprehensive understanding of the communicative approach.

Even though a lot of study has been done on teaching writing, the studies that are now available concentrate on diverse topics such as tasks, difficulties, activities, visual aids, and strategies. Nonetheless, a significant vacuum exists in the literature since no study has really examined the problems associated with teaching writing at the elementary school level. The goal of the current study is to close this knowledge gap and offer fresh perspectives on the difficulties encountered when teaching writing at the foundational level in the Department of English Education.

Implications of the Review for the Study

The researcher has examined both theoretical and empirical studies conducted by different researchers. These reviews provide a well-defined conceptual and theoretical framework for the study, offering a comprehensive understanding of writing skills, the attributes of good writing, the introduction of free writing, and the stages involved in free writing. The insights gained from these reviews have also guided the researcher in exploring further studies on related topics.

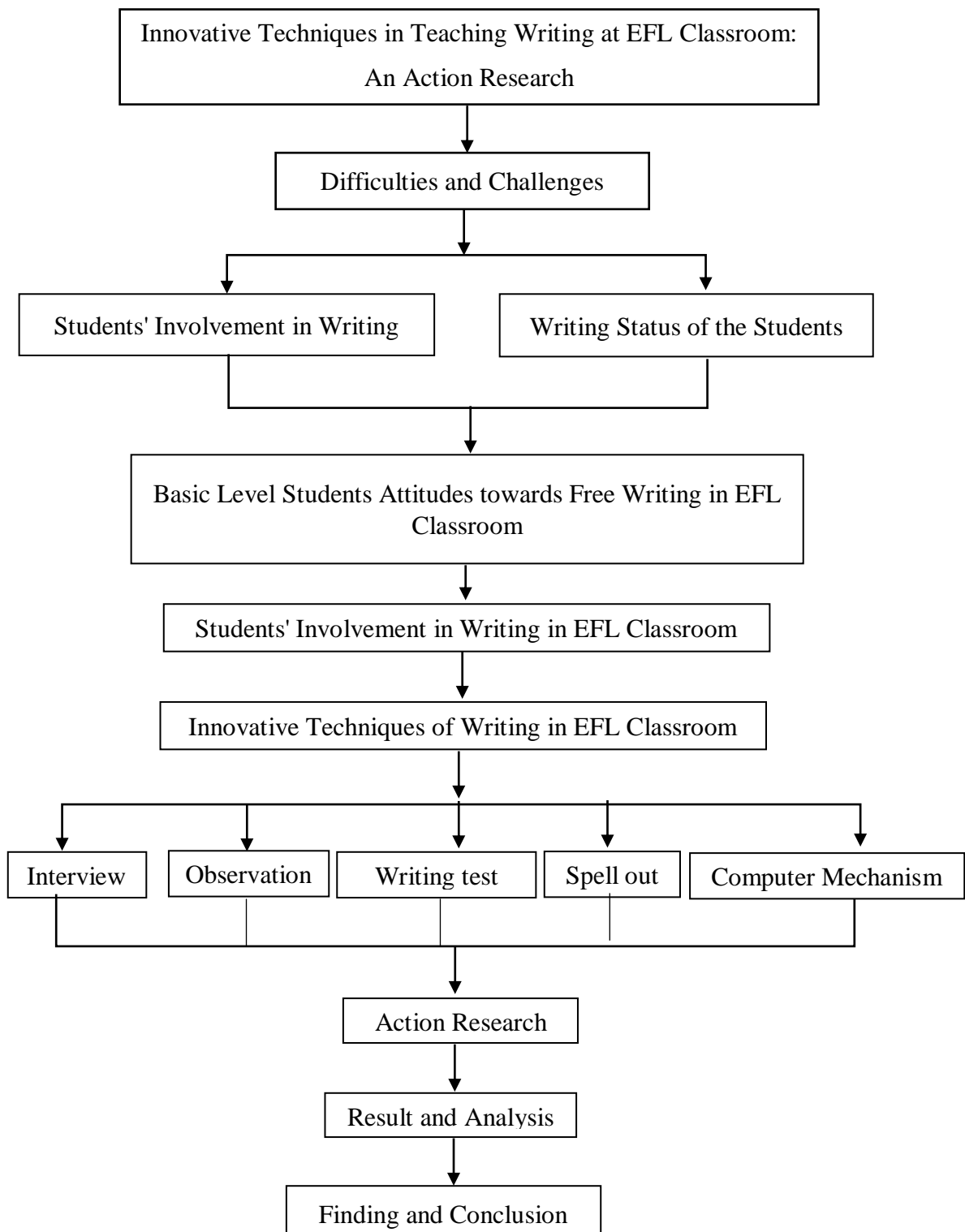
After doing a thorough analysis of both theoretical and empirical literature, I have learned a great deal about teaching writing skills and related activities. The evaluation of several departmental books and publications has helped to clarify the basic idea of teaching writing. The main goal of the literature review is to appraise and analyze earlier research on a particular subject and determine how relevant that material is to our current study.

In addition to consulting different sources like journals, reports, and theses, I sought to enhance the clarity of my research. Various works by previous researchers, such as Aryal (2017) aided in methodology selection. Acharya (2011) provided assistance in sample selection and sampling procedures. Other contributors like Dahal (2012), Adhikari (2013), Shrestha (2016) offered detailed knowledge in the theoretical literature. Shrestha (2016) specifically contributed to designing the conceptual framework and survey procedures.

This extensive review improved clarity on the research problem, refined technique, and contextualized findings by drawing on a variety of sources, including books, papers, and reports. It is critical to find uncharted territory for additional research in addition to analyzing and assessing the body of knowledge already known about a subject.

Conceptual Framework

A conceptual framework is the story or visual representation of any research that is shown in a diagram. The many variables' depiction and their connection to the researcher's ideas or comprehension are crucial. This study is about “Effectiveness of Language Games in Teaching Writing at EFL Classroom: An Action Research” for systematic completion of this research study.



Chapter III

Methods and Procedures of the Study

This section covers the population, sample, and sampling strategy, research instruments, data sources, data collection processes, study design and techniques, and ethical considerations.

Design and Methods of the Study

This study employs an action research design. Action research is an on-the-spot procedure designed to address specific problems. It is a step-by-step process that utilizes various data collection methods with the goal of making adjustments, directional changes, and redefinitions based on feedback. This approach is ongoing, meaning the work continues even after the project concludes.

Practitioners continually review, evaluate, and improve their practices. Action research acts as a catalyst for the ongoing development of writing skills. Enhancing the performance of in-service teachers should focus on providing them with methods to explore their own classrooms. However, this involvement requires certain skills and knowledge in classroom observation (Nunan, 1992, p. 62). The importance of 'reflection on action' is significant. Through systematic data collection and analysis, teachers can determine the effectiveness of their actions (Gallagher & Bashir, 2007).

Action research is a self-reflective inquiry conducted by practitioners to solve problems, improve practices, or enhance understanding. It is often collaborative and aims to identify and solve practical problems, thereby improving the existing situation. Action research is becoming increasingly important in language education and has been defined in various ways.

Cohen and Morison (2018) “action research is conducted aiming at the improvement of current situation through the process of identifying and solving the problem in specific contexts.”

Krashen (1982) view it is “a way of teaching through inquiry with the aim of developing professional practice. Similarly Nunan (1992) defines action research as a

strategy for writing skill which is accomplished by reflecting on the practitioners regular activities.”

Action research is a collaborative and systematic inquiry process where participants identify a problem, devise and implement solutions, and reflect on the outcomes to improve practice. It emphasizes the involvement of practitioners and stakeholders in every stage, fostering learning and change. Its significance lies in its ability to bridge theory and practice, promote continuous improvement, and empower individuals and communities to address real-world challenges. Through cycles of planning, acting, observing, and reflecting, action research enhances understanding, informs decision-making, and facilitates positive transformation in diverse fields such as education, healthcare, and organizational development, ultimately leading to sustainable and meaningful change. The reason I chose action research is because it focuses primarily on problem identification and solution in a particular setting, with the goal of improving the state of affairs in the educational context where the study is being conducted.

Sources of Data

I used data from both primary and secondary sources. The pupils in class seven served as the main source of data. Basic sources of data include relevant books, theses, papers, and journals, as well as data gathering methods. Initially, I went to the school to obtain permission to conduct the study, and then I widened its scope. I taught my students through games. Previously I was teaching them using deductive approach. After teaching the students for a month. I evaluated the students 'performance. I found out what the difference between the students previous performance and the present performance.

Population, sample and Sampling Strategies

The population of this study consists of 20 students at Shree Nabin Gram ShikshaMandir Secondary School, Kathmandu. The population is large enough to be all taken as sample of the research. The research was based on the limitation of the research conducts purposive sample.

Sampling

Sampling is a process of selecting a number of individuals for a study in such a way that they represent the larger group from, they are selected. Purposive sampling is used in this study. Purposive sampling involves randomly selecting groups, not individuals which built up a target population. So, this research took the sample based on the group.

Tools/Instruments of the Research

I used test items as a tool of data collection to conduct this research. In this research different type grammatical items were given to the students for pre-test which were based on their previous knowledge. Student were provided one and half an hour to complete the test. Questions were designed on the basis of curricular objectives of related subjects. Five curricular question and twenty four outside of book question was added to overview the student's standard and teacher's effort. The test items were of forty full marks. The test items obtained writing item. I administrated different pretest, progressive test and posttest items along with test item, I used lesson plan.

Data Collection Procedure

In order to collect data, I followed the stepwise methodological procedure of data collection. At first, I visited selected school and asked the authority for permission to carry out the research. After getting the permission, I built rapport with the students and teachers of that school. After that, I administered pre-test to find out student existing level of proficiency in writing, vocabulary and intention. I also administered progress test in between the intervention period and posttest administered at the end of my research. I followed the different the different stepwise activities which were as follows:

Planning

In this first step, students were motivated and prepare to take action for pre-test simply in the planning phase. I informed the students about the nature of my study. Actually it the step for planning the action.

Action

In this actual step of action, students were involved in different activities related to writing. Such as sentence writing, essay preparation and other related topics.

Observing

In this third phase of plan, students written documents were observed an analysis in order to observe and analyze how their ideas and different types of grammatical items.

Reflecting

In this final phase, post test result analyze and proper feedback provide. Finally student's performance properly evaluate writing items were analyzed.

Ethical Considerations

Respecting privacy and obtaining informed consent, the researcher ensures data integrity, honesty, and truthfulness. No data manipulation or harm to informants occurs, and proper citation avoids plagiarism, upholding involvement values and norms. The study adheres to ethical guidelines throughout the research process.

Chapter IV

Analysis and Interpretation of the Results

On the basis of the following questionnaire and plan, the figure has been analyzed as per grade VII while teaching writing, and the response of participants of writing teaching, senior's view is presented. On the basis following questions, in the first stage of teaching writing, the problem has been identified.

Analysis and Interpretation of Individual Test Scores of Action Group

This section explores the analysis and interpretation of the scores of individual students in a pre-test, a progressive test and a post-test.

Pre-test Scores of Individual Students

This section analyses, tabulates and interprets pre-test scores before I began the research using language game approach. I administered pre-test to find out the students' initial basic level on teaching writing Pre-test items contained a dialogue, personal letter, letter to the editor, essay writing, story writing, paragraph etc. Seven of them were for guided writing and the remaining seven were for writing instruction. I graded the exam papers, recorded the results, and gave the pre-test. I also looked at its average scores. The following are the pupils' pre-test results:

Table 1: Individual Scores on Pre-test

S.N	F.M	Scores	Scores in percentage (%)	Number of students	Students in percentage (%)	Average scores
1.	40	18	45	1	5	
2	40	17.5	43.75	2	10	
3.	40	11	27.5	1	5	
4.	40	10.5	26.25	1	5	
5.	40	10	25	1	5	
6.	40	9.5	23.75	2	10	8.52
7.	40	8.5	21.25	1	5	
8.	40	7.5	18.75	2	10	
9.	40	7	17.5	2	10	
10	40	6	15	2	10	
11	40	4.5	11.25	1	5	
12	40	4	10	1	5	
13	40	3	7.5	3	15	
Total		170.5		20		

As can be seen from the above table, 5% of students received 18 out of a possible 40 points. It is the pre-test score that is highest. 15% of the pupils receive a score of 3, which is the lowest possible. The pre-test average score was 8.52 out of 40 total points, indicating an inadequate outcome. Nine students received a score below the average, while eight students received scores above the average out of twenty.

This result makes it evident that the majority of pupils performed poorly on the secondary writing exam, with a small percentage receiving merely a middling score. The pupils perceived the exam as a hardship and lacked confidence and accuracy.

Progressive Test Scores

Following the pre-test, the students received instruction in real class using a language game technique. After completing a pre-test and continuing to teach classes, I administered a progressive test to find out what the students thought about the efficacy of using language games to teach writing. This test consisted of seven writing instruction items. These included drafting an essay, a letter of sympathy, an application letter, and a tale. The following are the results of the progressive test:

Table 2: Individual Scores on Progressive Test

S.N	F.M	Scores	Scores in percentage (%)	Number of students	Students in percentage (%)	Average scores
1.	40	21.5	53.75	1	5	
2.	40	20.5	51.25	1	5	
3.	40	19.5	48.75	1	5	
4.	40	19	47.5	1	5	
5.	40	16.5	41.25	3	15	
6.	40	16	40	1	5	
7.	40	15	37.5	2	10	
8.	40	13.5	33.75	2	10	14.05
9.	40	13	32.5	1	5	
10	40	9	30	1	5	
11	40	11.5	28.75	1	5	
12	40	11	27.5	1	5	
13	40	9	22.5	1	5	
14	40	7.5	18.75	1	5	
15	40	7	17.5	2	10	
Total		281		20		

The table indicates that the highest score in the progressive test was 53.75%, achieved by 5% of the students. The top score was 21.5 out of 40, while the lowest score was 7 out of 40. The lowest percentage was 17.5%, obtained by 10% of the students. The average score in the progressive test was 14.05 out of 40. The table shows that 50% of the students scored below the average, and 50% scored above it. In comparison, the highest score in the pre-test was 45%, also achieved by 5% of the students, while the lowest score was 7.5%, obtained by 15% of the students. This suggests that the curriculum aims for high scores, but the objective questions are challenging for this level.

Compared to the pre-test results, the progressive test results are satisfactory, indicating the positive impact of the intervention, namely the language game approach.

Post-test Scores

The post-test, which measured the success of the intervention—teaching writing using language games—was given at the conclusion of the teaching sessions. After thirty classes were taught, this test was administered. The following table displays each person's post-test results individually:

Table 3: Individual Scores on the post-test

S.N	F.M	Scores	Scores in percentage (%)	Number of students	Students in percentage (%)	Average score
1.	40	29	72.5	1	5	
2.	40	25.5	63.75	1	5	
3.	40	25	62.5	2	10	
4.	40	23.5	58.75	1	5	
5.	40	23	57.5	1	5	
6.	40	22.5	56.25	1	5	
7.	40	22	55	1	5	20.75
8.	40	21.5	53.75	2	10	
9.	40	21	52.5	2	10	
10	40	19	47.5	2	10	
11	40	18	45	2	10	
12	40	16.5	41.25	2	10	
13	40	15.5	38.75	1	5	
14	40	9	30	1	5	
Total		415		20		

According to the above table, 5% of the students received a maximum score of 72% out of 40 points, while 5% of the students had a minimum score of 30%. The test had an average score of 20.75. According to the test results, 40% of students scored below the average, while 60% of pupils scored above it. In a similar vein, the pre-, progressive-, and post-test average scores were, respectively, 8.55, 14.05, and 20.75. The increase in test scores from the pre-test to the post-test demonstrates the kids' noteworthy development. Thus, it can be argued that the language game technique is a successful way to help kids learn how to write at a secondary level.

Analysis and interpretation of individual Test Scores of Action Group

The examination and explanation of each student's results from the pre-, progressive, and post-tests are presented in this section. The control group received instruction using the conventional chalk-and-talk method without the use of any interventions.

Pre- test Scores of Individual Students

Before I started the investigation, I analyzed, tabulated, and interpreted the results of the pre-test in this section. I gave the pupils a pre-test to determine their first proficiency level in writing instruction. Pre-test items included sentences, paragraphs, personal letters, letters to the editor, essays, and stories, among other types of writing. Seven of them were meant to be used in writing instruction. The following are the pupils' pre-test results:

Table 4: Individual Scores on Pre- test

S.N	F.M	Scores	Scores in percentage (%)	Number of students	Students in percentage (%)	Average scores
1	40	13	32.5	1	5	
2	40	10.5	25	1	5	
3	40	9	22.5	1	5	
4	40	8	20	1	5	
5	40	7.5	18.75	2	10	6.27
6	40	7	17.5	1	5	
7	40	6.5	16.5	2	10	
8	40	5.5	13.75	3	15	
9	40	5	17.5	1	5	
10	40	4.5	11.25	2	10	
11	40	4	10	2	10	
12	40	3.5	8.75	3	15	
Total		12		20		

According to the preceding table, 5% of students received 13 out of 40 marks. It is the pre-test score that is highest. 15% of students receive a score of 3.5, which is the lowest possible. The average score in pre-test is 6.27 out of 40 full marks.

Progressive Test Scores

Following the pre-test, the pupils received instruction using the conventional teacher-fronted manner. While I was teaching ten classes nonstop, I did progressive tests to find out how the pupils were doing. Seven test items were present. Seven of them were for writing instruction, and seven were for writing instruction. The pre-test items were not the same as these test items. The following are the progressive test scores:

Table 5: Individual scores on progressive test

S.N	F.M	Scores	Scores in percentage (%)	Number of students	Students in percentage (%)	Average scores
1	40	14	35	2	10	
2	40	13	32.5	1	5	
3	40	9	30	1	5	
4	40	11.5	28.75	2	10	
5	40	11	27.5	2	10	
6	40	10.5	26.25	1	5	
7	40	10	25	3	15	
8	40	9	22.5	2	10	9.9
9	40	8.5	21.25	1	5	
10	40	8	20	1	5	
11	40	7	17.55	2	10	
12	40	6	15	1	5	
13	40	5	9.5	1	5	
Total		198		20		

According to the above table, 5% of the students who took the progressive test were able to achieve the highest score of 35%. Out of 40 complete marks, the greatest score was 14, and the lowest was 5. In the progressive exam, the average score was

9.9, while in the pre-test, it was 6.27. This suggests that there was not much improvement, which is unacceptable.

Post- test Scores

I gave a post-test to determine the efficacy of the teacher-fronted teaching approach at the conclusion of the regular teaching sessions. The pre-test and test items were identical. The following lists each person's post-test results:

Table 6: Individual Scores on post-test

S.N	F.M	Scores	Scores in percentage (%)	Number of students	Students in percentage (%)	Average score
1	40	15	37.5	1	5	
2	40	14.5	36.25	2	10	
3	40	14	35	1	5	
4	40	13.5	33.75	3	15	
5	40	13	32.5	1	5	
6	40	12.5	31.25	1	5	
7	40	11.5	28.75	4	20	11.27
8	40	11	27.5	1	5	
9	40	10	25		5	
10	40	9	22.5	1	5	
11	40	7.5	18.75	1	5	
12	40	7	17.5	1	5	
13	40	6	15	1	5	
14	40	5	9	1	5	
Total		225.5		20		

The table reveals that, out of 40 full marks, the best score attained by 5% of students was 37.5%. Out of all the marks, the greatest score was 15, and the lowest was 5. The test's average score was 11.27, while the progressive and post-test scores were 9.9 and 6.27, respectively. This demonstrates that the rate of progress is significantly low when compared to the experimental group's rate of progress.

Pre- test, Progressive test and Post-test of Control Group

The pre-test, progressive test, and post-test results for the control group are analyzed and interpreted in this section. The progressive test had a different format than the pre- and post-tests. In order to determine the pupils' initial basic level of writing instruction, I first gave them a pre-test and noted their results. In a similar vein, I reported my results from a progressive exam I took following my regular nine lessons following the pre-test. Finally, after teaching 30 regular lessons, I gave a post-test and noted the results. I approached this group using conventional procedures and strategies rather than any novel ones.

Effectiveness of Teaching Writing using Innovative Techniques

This subsection addresses the outcome, or the grades that the pupils received on various test items (pre-test, progress test, post test.) I gave the pupils a pre-test and gave them three weeks of intervention. After employing language writing to engage pupils in various writing tasks. In order to assess the students' final writing assignment progress, I also gave them a progress test. The post-test item was given out by me. The following are comprehensive analysis of the test results that the students received for the various exam items.

Table 7: Holistic Analysis of Test Scores

Test	Pre-test	Progress-test	Post-test
Full marks	900	900	900
Obtained marks	324	427	559
Average score	10.8	14.23	18.63
Average percentage	36%	47.44%	62.11%

The table indicates that the average percentage scores were 36% for the pre-test, 47.44% for the progress test, and 62.11% for the post-test, showing a clear improvement over time. Initially, students were weak in writing, with a total score of 324 out of 900 on the pre-test. Only one student achieved a high score (25.83%), while the lowest mark (3.33%) was also obtained by one student. In the pre-test, 8 out of 30 students scored above the average, while 22 scored below it. In the progress test, the students' total score increased to 427 out of 900 (47.44%), showing an improvement compared to the pre-test. The post-test, which used similar test items to

the pre-test, recorded a total score of 559 out of 900. The highest score in the post-test was 30, achieved by one student, and the lowest was 6, also by one student. The post-test results demonstrate significant progress and an optimal level of proficiency compared to the pre-test. From this data, it can be concluded that using language games as a teaching method for writing is effective for students.

Analysis of Different Test Scores Regarding Effectiveness of Writing

The marks that the students received on the pre-test, progress test, and post-test are covered in this sub-chapter. The results of the various tests that the students took are covered below.

Analysis of the Pre-test

Prior to beginning to teach, I administered a pre-test to ascertain the students' prior knowledge. The pre-test had 30 total points and consisted solely of grammar-related questions. The students' results are listed below.

Table 8: Students' Score in the Pre-test

S.N.	No. of students	Full Marks	Obtained marks	Average Percentage	Average score
1	1	30	25	83.33	23.66
2	3	30	18	60	
3	5	30	6	20	
4	1	30	21	70	
5	1	30	22	73.33	
6	4	30	4	13.33	
7	2	30	14	46.66	
8	1	30	16	53.33	
9	1	30	3	10	
10	2	30	7	23.33	
11	1	30	10	33.33	
12	3	30	9	30	
13	1	30	15	50	
14	1	30	1	3.33	
15	1	30	13	43.33	
16	1	30	12	40	
17	1	30	17	56.66	
	30	900	324		

The marks that the thirty students received in the pre-test are displayed in the above table. Based on 900 points, the students' score is 324 (36%). Out of 30 complete marks, 25 (83.33%) is the highest mark. One student scored the lowest on the test, with a score of 1 (3.33%). Every student received poor and inadequate grades. Students' writing was deemed to be lacking.

Analysis of the Progress Test Scores

I gave the progress test following the pre-test. A conversation, a private letter, a letter to the editor, an essay, a novel, a paragraph, etc. were among the training materials.

Table 9: Students' Score in the Progress test

S.N.	No. of students	Full Marks	Obtained marks	Average Percentage	Average score
1	1	30	28	93.33	32.10
2	2	30	15	50	
3	1	30	14	46.	
4	1	30	25	83.33	
5	1	30	26	8.66	
6	3	30	12	40	
7	2	30	19	63.33	
8	2	30	22	73.33	
9	2	30	8	26.6	
10	3	30	3	10	
11	1	30	20	66.66	
12	1	30	11	36.66	
13	1	30	6	20	
14	2	30	10	33.33	
15	2	30	16	53.33	
16	3	30	9	30	
17	1	30	24	80	
18	1	30	21	70	
	30	900	427		

The table above unequivocally demonstrates that 427 (47.44%) of the 900 total points were earned by the pupils. The majority of students improved their writing compared to the pre-test; the average score increased, with the greatest score being 28 (93.33%) out of 30 and the lowest score being 3 (10%) out of 30.

Analysis of the Post-Test Scores

The exam items were the same as those on the progressive test when I gave the post-test at the end of my teaching tenure.

Table 10: Students' Score in the Post-test

S.N.	No. of students	Full Marks	Obtained marks	Average Percentage	Average score
1	1	30	30	100	33.77
2	2	30	28	93.33	
3	2	30	25	83.33	
4	2	30	27	90	
5	1	30	19	63.33	
6	2	30	17	56.67	
7	4	30	22	73.33	
8	2	30	18	60	
9	4	30	1	53.33	
10	3	30	13	43.33	
11	1	30	26	86.67	
12	1	30	7	23.33	
13	1	30	11	36.67	
14	1	30	21	70	
15	1	30	8	26.67	
16	1	30	6	20	
17	1	30	10	33.33	
	30	900	559		

The student received a score of 559 (62.11%) out of 900 total points, according to the table above. 33.77 was the average score; it was higher than before.

One student achieved the highest score of thirty out of thirty. One student had a six (20%) score, which was the lowest. Eight students received lower-than-average scores, while twenty-two pupils received above-average marks. It is evident from this that teaching writing in the classroom through language speaking style is a successful approach.

Use of Innovative Techniques

Using innovative strategies in the classroom allows kids to practice language and real-world roles that they will require outside of the classroom. This is one technique to give students the chance to practice speaking in class and applying concepts from spoken language outside of the classroom. If the kids are agreeable and self-assured, this strategy becomes incredibly effective. Students were given a scenario along with a task or difficulty in this method. Students then shared their opinions about the roles that they had been assigned.

Pre-test Scores of Individual Students

This part uses the language Speaking style technique to analyze, tabulate, and evaluate the results of the pre-test taken before to my research. To determine the pupils' starting basic level of instruction in writing, I gave them a pre-test. Pre-test tasks included lists of words, essays, and paragraphs. Seven of them were for guided reading and the remaining seven were for writing instruction. I graded the exam papers, recorded the results, and gave the pre-test. I also looked at its average scores.

Progressive Test Scores

Following the pre-test, the students received instruction in a speaking-style approach to language in a regular classroom setting. After completing the pre-test and ten classes of instruction, I took one progressive test to find out what the students thought about the language's efficacy.

Post-test Scores

The post-test was given to determine the success of the intervention—teaching writing using a linguistic approach—at the conclusion of the instruction sessions.

Pre-test, Progressive test, and Post-test of Control Group

The control group's pre-test, progressive test, and post-test results are analyzed and interpreted in this section. While the progressive test was distinct, the pre- and post-tests were identical. In order to determine the pupils' initial basic level of writing instruction, I first gave them a pre-test and noted their results. Similarly, I took the progressive exam and documented my findings after teaching nine classes following the pre-test. Finally, following my typical teaching of three classes, I gave a post-test and noted the results. For this group, I employed conventional methodologies rather than novel techniques and approaches.

Reflection

Based on instructors' narratives, the AR practices of teachers are examined. My problem was more precisely with the way that AR was being used by secondary school teachers for professional development. The following topics explore these practices that I discovered from the narratives.

Teaching Free Writing Skill through Writing in the Basic Level

This chapter outlines the classroom interventions I conducted, focusing on the development of students' writing skills. I provided detailed explanations of the progression from basic writing practice to more advanced writing skills, ultimately addressing the primary research question through speaking style and reflection within the acting process dimension. In addition to, I analyzed students' reflective journals to further explore the research question. Central to the study, I discussed the process of writing, which began with identifying challenges and systematically building skills.

First Phase: Intervention through Essay Writing Task

In the first phase, there is detail of the action intervention of essay tasks with the analysis of reflective journal. The name of the students used in

the reflective journal are pseudonyms. The tasks were collected from the lesson plan. Summary of everyday task type and the title of the text are given in graph chart. The graph chart and running text are in the appendices.

Activity 1: Writing

Day 1 Dialogue

Day 1 Writing, On the first day, I taught a poem titled "Free Birds" of class seven transforming the students as birds in class. The text was related to feelings and emotions. I asked the students to recite the text silently and find the answer of some signpost questions.

Task- read the text silently and answer these questions.

- a).....
- b).....
- c).....

The students recited the text silently but only half of the students answered of the given questions.

Day 2 Essay Writing

I asked the students to read the text again and find whether the statements were true or false.

Task- Read the text silently and find whether the statements are true or false.

- a.
- b.
- c.

This time more than half of the students answered correctly.

Reflection: Focus on reciting. During the evening, I reflected on the day's activities and noted some challenges. Several students struggled with reciting, indicating a need for more practice in the classroom. Recognizing this, I decided to gather potential tasks and devise a plan for providing ample practice opportunities.

On that particular day, I found myself dissatisfied with the classroom atmosphere as students seemed unable to grasp the content of the recited text. It became apparent that their difficulty in communicating stemmed from this lack of comprehension. Consequently, I adjusted the tasks to align with their proficiency levels and began seeking out suitable activities to enhance their writing skills.

In the initial days, students struggled to convey information from the text and had difficulty extracting answers. Their writing skills were initially weak, and they found the tasks challenging. It was evident that their limited practice in recitation and related tasks hindered their ability to communicate effectively. As a researcher, I recognized the need to simplify tasks and explore alternative activities to foster their writing abilities.

Moreover, I acknowledged that this was just the initial phase of intervention and didn't expect significant progress from the students right away. Their inability to grasp information effectively left me feeling disheartened during the first few days.

Writing entails the ability to effectively convey knowledge or information. However, the students initially struggled to recall information from the text, as noted by Anderson, Hunnah, John, Linz and Wartell (2001).

Day3 Paragraph Writing

Following the warm-up activities from the previous day, the students engaged in silent reading of the text. I then instructed them to underline any challenging words they encountered. Subsequently, we engaged in discussions to clarify the meanings of these difficult words within the text.

Day4 Story Writing

I instructed the students to revisit the text silently and provided them with specific questions to help them locate the answers within the text.

Task-Read the text silently again and answer these questions.

- a.
- b.
- c.

The markssheet showed that around half of the students were able to write the answer.

Reflection: Enhancing Writing. The writing practice provided to the students was insufficient, prompting me to gather additional tasks for them to practice in the classroom after reciting the text. I reviewed the exercises in the textbook, but found them inadequate for developing students' writing skills. However, I was pleased to discover that tasks such as true/false statements, fill-in-the-blanks, and matching exercises proved beneficial in enhancing their writing abilities.

During this period, students focused on identifying dates, events, and locations from the text after recitation, which contributed significantly to improving their writing skills. It proved to be a fruitful approach in their skill development.

The participants clearly required extensive recitation practice in the classroom. Recognizing the scarcity of tasks related to reciting text in the textbook, I sought out various exercises to supplement their practice. Even with these additions, there was still a need for further tasks, prompting me to design additional exercises tailored to the students' needs.

Day 5 Letter to the Editor

On the third day, we revisited the activities for additional practice. The students began by silently reading the text, after which we engaged in discussions about the challenges they encountered in understanding the content.

Following this, they completed two tasks. The first task involved writing true/false statements based on the material covered 1, while the second task required them to provide answers to the questions posed.

Day 6 Personal Letter

I taught students next reciting text. Though I had to teach unit 10 as regular text, I taught unit 11 where I could intervene required tasks. The title of the text was 'Automated Teller Machine'. The students read the text and did the following tasks.

Task-Read the texts silently and find whether the statements are true or false.

a.

- b.
- c.

The result was similar. Around one third of the students did the work correctly. But they felt the statement difficult.

Day 7 Congratulation Letter

The students once more engaged in silent reading of the text and proceeded to complete the subsequent tasks.

Task: Read the text silently and determine the accuracy of the following statements:

- a.
- b.
- c.

Upon evaluating their mark sheet, approximately half of the students answered correctly.

Activity 2

Day 1 Revision of Dialogue

The students continued to read the text silently and revisited the tasks from day 4. The number of students correctly answering the statements increased compared to the previous day.

Reflection: Recognition and Communication. I checked my diary where I found my reflection like this. An acting was worth thousands words. That day's tasks to let the students recognize the acting was fruitful. They were motivated in the classroom to recognize the acting. Prakash was excited to draw acting in his exercise book. Most of the students recognized the acting. I was happy that day. I realized that it was good to show acting related to reciting text to develop the recognition skills of the students and motivate them to read the text.

It is said that acting help us to remember the matter easily. So, one of

the important tasks for writing was to ask them to recognize the acting. This activity seemed interesting as students were motivated much to read the text and recognize the acting based on the reciting text. It was good for motivation and development of writing skills. I made some acting and asked the students to identify it based on the text they read. The students read the text and identified the acting. Communication and recognition of the information from the reciting text was easier for the students.

Anything that students read is important for them to remember or communicate. If students cannot remember or communicate what they read then they cannot develop their understanding skills (Anderson, Hunnah, John, Linz and Wartell, 2001). Writing skill is prior to understanding skill. In the first few days I could not decide writing skills of the students. I thought that I needed to let them be engaged in the various activities which could help to develop the writing skills of the students.

Using writing in the classroom was very much fruitful to students. Such activities enhanced the reciting text in a variety of ways (Nana Afia & iam, 2019). Those sorts of materials were very good for the students who had the problems to respond to the written materials. Students preferred to recognize or find the acting than to write the answer after reciting the text. I often used to ask questions than to give those objects or acting to recognize. But I realized giving acting to recognize after reciting the text as an innovative technique. It encouraged those students who showed less interest in reciting text.

Day 2 Revision of Essay Writing

I asked them to read the text silently and match the items. The students read the text silently and matched the words with their meaning.

Task- Match the words in column A with their meanings in column B.

A

B

This time one third of the students could match the words with the correct meaning in the classroom.

Reflection: Students' Performance. On the very night I laid on bed and reflected the day with the following words. The performance of the students was poorer. The students who could write true and false statements were also unable to match the words. Maahi and Prakash were good to find true and false statements in the classroom. They could not match them correctly.

I realized that finding correct meaning to match was comparatively complex than that of finding true false. Matching the meaning was the task that focused on understanding skills of the students. Anyway, the students were practising more tasks in the classroom. The skills of reciting was better. Their reciting was improved than before.

The result showed poor performance of the students in the classroom. The students who could write true and false statements correctly also felt matching items difficult. This showed that the students needed more practice of reciting texts in the classroom. Matching meaning of such kind was comparatively more complex than that of finding true false items that they practiced in the classroom before. Matching such meaning needed understanding of the text.

Day 3 Revision of Paragraph Writing

The students engaged in silent reading of the text and completed the following tasks:

Tasks: Read the text silently and determine the accuracy of the following statements:

- a.
- b.
- c.

This time, fewer than half of the students correctly completed the tasks.

Day 4 Revision of Story Writing

The students read the text silently and filled in the blanks with the appropriate words provided.

Tasks: Read the text silently again and fill in the correct words in the space.

- a.
- b.
- c.

The students completed these tasks in the classroom.

Day 5 Revision of Letter to the Editor Writing

Using the same text, I adopted a different approach from previous days' tasks, focusing on developing students' writing skills through questioning. Students read the text and wrote answers to the following questions:

Tasks: Read the text silently and answer the following questions:

- a.
- b.
- c.

The students' performance was average, similar to previous occasions.

Reflection:

As I reviewed my notes, I observed that some students struggled to answer the questions, with Rajesh expressing dissatisfaction in class as he couldn't provide answers or effectively communicate the information. Additionally, Merina commented that the questions were too difficult. It dawned on me that the students were still in the early stages of developing their recitation skills to recall information.

However, upon examining other students' answer sheets, I realized that questioning could indeed aid in developing writing skills. Yet, I noted that the complexity of the questions affected the students' cognitive skill development. Furthermore, focusing solely on writing skills in isolation hindered the proper development of recitation skills. Consequently, I decided to integrate writing skills with comprehension.

To address this, I curated a set of questions tailored to aid in the development of students' writing abilities. Initially, students struggled with answering these questions, finding them challenging. Nevertheless, I recognized that questioning was a crucial aspect of enhancing their writing skills.

Day6 Revision of personal Letter Writing

I selected unitas a regular text of the book. The text was a poetic of..... It was second the stage of phase first. The students practicedwriting skill first. As a motivation activity, I discussed something aboutthe poet..... Because there citing text was a short verse. Then, the students wereengaged in the reciting activities. The students read the text and did the followingtasks.

Tasks-readthetextsilentlyand match the words.

- a.
- b.

Day 7 Revision of Congratulation Letter Writing

Iasked students to readthe text again anddo thefollowingtasks.

Tasks-Readthetext silentlyandtickwhetherthe statementsaretrueorfalse.

- a.
- b.
- c.

Theperformanceofthestudents inthe classroomwas fine.

Activity 3:WritingandUnderstanding

Day1 practice of dialogue writing

Thestudentsread thetext and performed the followingtasksin theclassroom.

Tasks-Readthetext silentlyandwrite theanswerof followingquestions:

- a.
- b.
- c.

Day2 practice of Essay writing

On the third day of stage 2, the students focused on practicing both writing and understanding skills. They began by silently reading the text, followed by

revisiting tasks from the previous day in the classroom, aimed at honing their writing abilities.

Tasks: Read the text silently and write down any five major events of the poet's life.

- a.
- b.
- c.

The students successfully identified major events in the poet's life.

Reflection:

As I observed the students engaging in the classroom activities, I noted that understanding skills presented a greater challenge for them compared to writing skills. It became apparent to me that while writing skills could be enhanced through practice in communication and recognition, understanding skills required more extensive practice.

My intention was not merely to assess the students' understanding but to actively develop their comprehension skills during recitation. I aimed for them to construct meaning from the text within its context. Tasks such as identifying major events and underlining important points were essential for cultivating understanding.

Despite the initial difficulty students faced in understanding tasks, they gradually improved through repeated reading and practice. However, I noticed some students struggling to collect important information or identify major events, which hindered their ability to summarize the text effectively.

To address this, I encouraged students to persist in collecting major events and points from the text, emphasizing the importance of repeated reading for comprehension.

Day 3 practice of Paragraph writing

The students read the text silently and identified any five keywords.

Tasks: Read the text silently and write down any five keywords.

- a.

- b.
- c.
- d.

Day 4 practice of personal letter writing

On the same day, students practiced summarizing the recitation text to further develop their understanding skills.

Reflection

Continuing with the focus on understanding, I observed students struggling with summarization. Despite providing encouragement and clarification, some students found it challenging to extract important information from the text. This underscored the importance of continued practice in understanding skills.

The students read the text silently and wrote events corresponding to specific dates related to the poet's life.

Tasks: Read the text silently and write down events corresponding to the following dates related to the poet's life.

- a.
- b.
- c.
- d.
- e.

Day 5 practice of letter to Editor writing

Students were instructed to underline important events in the text independently. However, some students exhibited poor understanding levels. To address this, I asked them to reread the text and write down whatever they remembered.

Day 6 practice of Personal letter writing

In this session, students were tasked with creating their own suitable titles for the text. However, only half of the students were able to provide suitable titles.

Reflection

Reflecting on the day's activities, I recognized the importance of ensuring students had a thorough understanding of the text before attempting to assign titles. Some students struggled to provide suitable titles, indicating a lack of comprehension. This reaffirmed that the ability to provide an appropriate title stemmed from a deep understanding of the text. Encouraging students to explain their chosen titles further aided in evaluating their comprehension levels. Additionally, students improved their understanding through repeated readings in preparation for providing suitable titles.

Day 7 practice of Congratulation Letter writing

I changed the reciting text of understanding stage. I went to unit 13 of the book. The text was a story entitled ".....". I asked the students to read the text silently and do the following tasks. I selected a task only because the text was longer than they used to read.

The students read the text silently and did the following tasks.

Tasks: Read the story silently and write whether the following statements are true or false.

- a.
- b.
- c.

About half of the students made the correct answer of the tasks.

Day 8 Revision of Essay writing, story writing and Paragraph writing

I asked the students to read the texts silently and find the answer of the following questions.

Tasks: Read the story and answer the following questions:

- a.
- b.
- c.

About one third of the students made the correct answer of the questions.

Day 9 Revision of Personal letter, Letter to the editor and Congratulation Letter

I asked the students to read the text again and do the same tasks used first.

Reflection: How I did it.

The students encountered difficulty in providing an appropriate title for the text, highlighting the necessity of a thorough understanding of the recited material. However, I found solace in the following entry in my diary.

"Regardless, the students practiced writing summaries of the recited text that day. Rama and Kamal performed admirably, demonstrating an improved ability to gather key points compared to the previous day. This indicated a deeper comprehension of the material. Despite the text already having a title, I encouraged my students to devise their own suitable titles. Initially, they seemed perplexed. However, after reviewing their key points, the text, and their summaries, they successfully crafted titles of their own. I noticed that the titles they produced reflected their understanding of the recited text. Namrata initially replicated the existing title, indicating a poorer grasp of the material. However, with repeated readings, she eventually generated a title of her own. Witnessing her progress, I commended her efforts, which brought a smile to her face. It became evident that repeated readings of the text in the classroom were essential for completing these activities."

Writing a summary of the text proved feasible only when students possessed a solid understanding of the material. They practiced constructing summaries using the key points they had gathered independently. Subsequently, they orally explained their summaries in the classroom following recitation.

As a concluding task to gauge understanding, students were tasked with providing a suitable title for the text. Namrata initially replicated the existing title, indicating a low level of understanding. However, after multiple readings, her comprehension naturally improved, enabling her to ultimately devise a suitable title for the text.

The examination and explanation of each student's results from the pre-, progressive, and post-tests are covered in this section.

Students display good learning by putting all of their attention and positive emotions into these learning tasks, asking questions, and drawing connections. However, agency occurs when students take their learning ability and apply it both now and in the future, while engagement concentrates on present learning. Before taking the pre-tests of writing skills, they felt hesitant to speak in the English language. Being shy and not confident, they were not ready to express their ideas. When more than 80 % of the students set personal goals, they become in charge of their education. Previously, less than 25 % of the students took responsibility for writing English in English class. However, after using speaking style in English language teaching, students gain ownership of their education: They set personal goals and assume responsibility. Ownership leads to increased motivation. A sense of ownership results in increased motivation. It is empowering for students when they can contribute to their school, community, or surroundings through their learning. They were eager to learn for themselves and develop learner autonomy. The students were more excited to learn something completely different. Books began to be read by themselves. It took them time to feel comfortable writing English, but they became more confident as time passed. The students developed critical thinking, teamwork, public writing, problem-solving, leadership, and other soft skills through writing, and they learned four language skills simultaneously. Any work they want to do can be done by them. Through an integrated approach, they developed four language skills simultaneously.

Challenges of Using Pair/Group Work and Innovative Techniques While Teaching Writing Skill

The difficulties of implementing role-playing activities and pair/group work in the classroom are covered in this section. Therefore, I obtained the following information from the grade VII English instructors about the difficulties in implementing pair/group work and role-play strategies when teaching writing skills.

In this study, two research instruments are used. Observation is the first tool. It is used to watch how a teacher uses a communicative strategy while instructing a class. Six sessions with indicators comprised the observations. The test is the second tool. The exam comprises of a post-test on reading comprehension and a prior knowledge test. A post-test is given following the course of treatment. Both the

students' prior knowledge and their reading comprehension have been evaluated using this test. An attempt at determining the test's item difficulty was conducted prior to its administration.

Teachers' Means for Solving their Problems

The teacher tales throughout the conversation served as the inspiration for this theme. Every teacher I spoke with said they were using augmented reality as a useful tool for problem-solving. Regarding this, respondent A stated:

When I felt some issues, problems, and difficulties in my teaching, I used to think about alternatives and interventions that are related to the class classroom-based research. Students' problems with hesitation are solved after treating with AR I have found it more interactive than before.

His story goes that he would frequently use AR to solve any kind of issue that came up. Additionally, he used to view augmented reality as a side hobby rather than a field of study. He used action research to provide recommendations for best practices and find solutions to specific issues. He said that action research helps with the issue of speech reticence. Respondent B shared a similar viewpoint when she said this:

I tried to explore around the issues of classroom and design action plan and implement it. I analyze the problems and design effective tool to solve them. I could solve any issues with the help of strategies that I designed after studying the issues in depth.

From these ideas, it is found that she practiced action research in her real classroom when she faced some kinds of difficulties and problems. More specifically, she solved these problems with various strategies only after the studying issues in depth. Similarly, respondent C presented:

Action Research has become a very good milestone for me to solve the problems of my classroom.

He claims that action research helped him become more conscious of his methods and style of instruction. Teachers use it to focus their professional development and to further their personal education. In addition, respondent D stated:

Action research is one of the important tool in classroom teaching. I am practicing action research by exploring issues which are practical.

Analyzing his story, it is found that he practiced action research in the classroom only to solve practical problems. He was very much aware about practicing AR which enhanced professional and personal development.

Finally, from all four teacher's narratives it is found that, AR was practiced as means for solving their problems. The purpose of practicing AR as a means was to improve and reflect their teaching strategies.

Problems Found before Implementing Language Speaking style in Teaching Writing

Writing is the whole system and structure of a language. It is difficult to apply to the English as a second language context. Where students face many challenges. This research was carried out to find students' problems that hinder writing. The majority of the students face problems including a lack of ideas and weakness of students which can be seen in the example below.

After checking their exercises I found the difficulty level of students in reading a story, writing comparative sentence, reading a sports news. The lack of different Speaking style and materials builds the knowledge.

Students were given forty minutes to accomplish the exercise, which required them to switch between sentences, but some of them were unable to do so since they lacked the necessary writing skills. Among the issues is time management.

I also found some such problems in students' knowledge of writing which can be seen here below.

Students have difficulty supplying correct tag questions, students are in confusion the lack of exposure. To supply the correct tag, they don't have ideas about

how small letter is used when the tag is started question mark at the end, mother tongue inference. The result showed that some of the students did not care about commas or question marks. I found some problems in students' writing which can be seen.

Similarly, students made mistakes in different writing items. In the above answer checked I found the problem with the use of writing. Students made a type of error many times before I adopted different language speaking style in teaching writing.

After they were taught through language Writing. They become able to erase such types of errors. Language speaking style helped students to learn different writing items.

Challenges I Faced While Teaching Writing

Being a teacher is hard every teacher everywhere in the world is faced with similar challenges. Students found it difficult to use different language Speaking style in writing after providing many opportunities to practice led them to change their attitude positively.

Activities and Tasks

My participants reflected tasks and activities positively. They responded that they liked to do the tasks and participate in the activities. But some participants felt it difficult at first. Namrata expressed that working in the group and sharing in the pair was good practice in the classroom. Previously they did not discuss in pair about the tasks after reciting the text. To express her feeling of activities she said;

We asked questions to each other and replied the answer. Before this, we did not use to ask questions to our friend. I used to ask questions to maam only.

By the reflections of the students it can be said that the students were happy to participate in the activities and do the tasks. Namrata liked pair work that she asked her friend and responded him/her on the various language functions. They were not used to do group and pair work related to text. They were used to ask with their teacher only.

Kamalexpressedhis feelingwhile workingingrouplikethis;

I became donkey in the classroom. That time I felt shy also. But I uttered the voice of donkey. For that I read the book many times.

Kamalliked to participate in writing acting. Hefelt shy because they were not used to do so in the classroom while reciting the text. When he read the text many times he got the ideas of the conversation that he had to speak. He played writing where he uttered the voice of donkey. He was able to do so when he read the text many times.

The analysis and interpretation of the information gathered from the primary sources is the only topic covered in this chapter. A questionnaire with closed-ended questions from the pre-test and progressive throughout time was used to help collect the data. The study's objectives served as the foundation for the question construction. The main data sources were gathered. I gathered, tallied, evaluated, and interpreted data using the proper theoretical tools—such as percentage and mean score—in order to meet the goal of my research. The following headings represent my analysis and interpretation of the data:

A narrative presentation of data is achieved through short, critical-incident stories sourced from various qualitative methods, including teacher diaries, interviews with students and colleagues, and student letters and assignments. These stories represent multiple perspectives from the teaching and learning community, providing a comprehensive basis for analyzing the researcher's journey as a critically reflective teacher and the students' development as academic writers.

The first finding, based on both contemporaneous and retrospective analyses, indicates that power imbalances between teachers and students, as well as between teacher colleagues, can be significantly reduced when negotiated interaction is used as a teaching principle, making the teaching and learning process more meaningful. Secondly, it was found that learner autonomy largely depends on the confidence gained through knowledge growth, which parallels their progression to higher levels of literacy.

Chapter V

Summary, Conclusion and Implication

Summary

It is very much influential in developing the basic level of students on teaching writing. Language game teaching is new approach in the field of educational pedagogy. So, all the teachers should be trained to use task-oriented approach while teaching writing. Though it has various challenges to implement standing on traditional syllabus, everyone should be lured to use through its benefits. It is true that writing activity needs more involvement or practice to develop secondary in it. Overall, it is claimed that pair work, group work, project work, viz. task-based approach is more essential to develop writing capacity. The comparison of scores obtained by the students in pre-test and post-test also supports ELT as one of the effective method in developing Teaching writing.

Following the analysis and discussions of the study results in chapter four, this chapter presents summary findings and a conclusion based on the two research objectives and four research questions outlined in chapter one. The results are shown in this section.

Conclusion

This study's primary goal was to determine how language games affect writing instruction. Language games, in particular, help pupils improve their grammatical skills and have certain instructional implications. Upon selecting the "Action Research" topic, I had high hopes of discovering anything beneficial. Following the clearance of my research proposal, I went to Shree Nabin Gram Secondary School to build relationships with the staff and pupils. I used the pre-, progressive, and post-tests as my research instruments. This gave me a foundational understanding of the topic and field of my research. The study included 20 pupils from Shree Nabin Gram Secondary School, which was specifically chosen as the study's sample.

After 30 days of instruction, I have arrived at certain conclusions by evaluating and interpreting the data that was gathered. In the pre-test, the average score was 10.8. The average score for the progress test was 14.23, and the average

score for the post-test was 18.63. This outcome demonstrates the students' ongoing writing development. Students' ability to communicate their ideas on various writing tasks was determined to be lacking based on the results of the pre-test. The children received a score of 427 out of 900 on the progress test. Likewise, the mean score was 32.10. This demonstrated the students' growth as writers. Ultimately, a post-test was administered and a record was maintained. Student performance levels increased significantly. Raising student performance in accordance with community, social background, and interests

Language needs to incorporate various sub-activities in writing. The use of language games prepares students for group work, pair work, and project-based activities. The primary aim of this approach is to determine the effectiveness of language games in teaching writing. Language games are supplementary materials that teachers use to aid student learning. These games motivate students, encouraging active participation and attention in every task. Even less motivated students become competitive in the classroom, although this competitiveness can sometimes lead to conflicts. Overall, games help create a positive learning environment, fostering student participation and positive attitudes toward learning. They reduce anxiety and stress, aiding faster and better retention of information. Games allow for practice in various language skills, making them an effective tool for teaching writing and positively impacting students' writing abilities.

Implication

The present study aimed to investigate the role of language games in developing writing skills among learners. In the context of Nepal, many teachers still use traditional and deductive methods for teaching writing. They often overlook the importance of modern approaches that help learners become competitive in the global context. To be successful, teachers should incorporate project-based tasks and various games into their writing instruction. It is crucial for teachers to receive training not only in effective teaching practices but also in providing positive and constructive feedback. Educational institutions should ensure that they have skilled teachers and offer frequent training, especially for language instructors. Based on the major findings of the present study, the following suggestions and implications are provided for different levels:

Policy Related

- The findings of this study provided strong support to those who decide educational policy. The nation's policy makers in the sphere of education ought to be conversant with the learners.
- It facilitates curriculum design. Course books, syllabuses, hands-on activities, and student-centered activities should all be included.
- The CDC, the Ministry of Education, and the Government of Nepal ought to give grammar items in the basic level curriculum more weight.
- It aids in the learners' development through various tasks (pair and group work).
- Using these research-based activities in language lessons is beneficial for teachers.

Practice Related

- Students' writing is subpar at first. Accordingly, the instructor ought to offer them various student-centered activities based on their degree of difficulty.
- The teachers who were recently appointed lack expertise of innovative techniques that complement the conventional teaching approach. Instead, fresh approaches should be used in language classrooms.
- The administration ought to assist the instructors in using the required resources in the classroom.
- When teaching languages, teachers should be motivated to learn about and implement various student-centered activities.
- Students should be given a lot of writing assignments and periodically awarded to encourage them.
- Teachers should provide students of all skill levels the freedom to collaborate and take part in a variety of activities.

Further Research

This study uses an action research design and is qualitative in nature. The research's findings are restricted to thirty seventh-grade pupils at the community added school. Therefore, it is not possible to apply the findings to all Nepali secondary schools. Nonetheless, this study gave the researchers access to an invaluable secondary source. Since it is action research, it is unable to cover a bigger

population; therefore, additional research in a related field can be conducted. I have provided some recommendations and related fields for future study here.

- This research is limited to one month; for deeper exploration of this topic, researchers can do experimental research by taking their time.
- This research built up suggestions for the researcher who wishes to study in this subject.
- This researcher is helpful in examining the students' grammatical understanding in community-based education.
- Writing proficiency can be attained if the relevant authorities take into account the aforementioned recommendations.

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Appendixes
Appendix-I
Guidelines for Interview

I conducted semi-structured interviews with four teachers who are conducting action research at a basic school in order to gather actual data. I ask them a few questions based on the criteria for the interview;

- 1) Teachers' understanding on action research
- 2) Teachers' perceptions towards need and importance of action research for writing skill
- 3) Effectiveness of action research for writing skill
- 4) Challenges of action research
- 5) Role of action research to achieve students' educational achievements
- 6) Relationship between action research and writing skill

Appendix II
Action Research Plan

Day	Teaching writing skills	Techniques to be used	Procedures
1	Free writing	Brainstorming the idea and choosing the vocabulary	I gathered baseline data on my students' knowledge and skills related to the subject. It is good. I did it through pre-assessments and classroom discussions.
2	Checkup Free writing Assignment	Grammatical and word selection was focused. Form and content in a coherence was checked up.	By collecting note copy, I remark the required writing.
3	Direction / Advice in Classroom	The remarks of note copy was discussed.	Having certain noted copy, is the free writing good, better, best was highlighted and accuracy be talked.
4	Next free writing	On contemporary topic was discussed for writing.	Coherence, accuracy and cohesion in free writing be asked
5	Checkup free writing Assignment	Coherence, accuracy and cohesion in free writing was checked out.	Formal, informal free writing was discussed. Sample was presented.
6	Test in classroom	For ten marks any topic was given in class.	Test copy was checked and further class was informed.
7	Guided writing	Brainstorming the idea and choosing the vocabulary	I gather baseline data on my students' knowledge and skills related to the subject. It is good. I did it through pre-assessments and classroom discussions.
8	Checkup	Grammatical and word	By collecting note copy, I

	guided writing Assignment	selection was focused. Form and content in a coherence was checked up.	remark the required writing.
9	Direction / Advice in Classroom	The remarks of note copy be discussed.	Having certain noted copy, is the free writing good, better, best be highlighted and accuracy be talked.
10	Next guided writing	On contemporary topic was discussed for writing.	Coherence, accuracy and cohesion in free writing was asked
11	Checkup free writing Assignment	Coherence, accuracy and cohesion in free writing was a checked out.	Formal, informal free writing be discussed. Sample was presented.
12	Guided writing	- Brainstorming the idea and choosing the vocabulary, topic and reference of book.	I gather baseline data on my students' knowledge and skills related to the subject. It is good. I do it through pre-assessments and classroom discussions.
13	Free story writing	Brainstorming the idea and choosing the vocabulary, topic and content.	I gather baseline data on my students' knowledge and skills related to the subject. It is good. I did it through pre-assessments and classroom discussions.
14	Checkup free story writing Assignment	Grammatical and word selection was focused. Form and content in a coherence checked up.	By collecting note copy, I remark the required writing.
15	Direction / Advice in Classroom	The remarks of note copy was discussed.	Having certain noted copy, is the free writing good, better, best was highlighted and accuracy be talked.

16	Next free story writing	On contemporary topic was discussed for writing.	Coherence, accuracy and cohesion in free writing be asked
17	Checkup free story writing Assignment	Coherence, accuracy and cohesion in free writing was checked out.	Formal, informal free writing was discussed. Sample was presented.
18	Free story writing	Brainstorming the idea and choosing the vocabulary	I gather baseline data on my students' knowledge and skills related to the subject. It is good. I did it through pre-assessments and classroom discussions.
19	Guided story writing	Brainstorming the idea and choosing the vocabulary, topic and content.	I gather baseline data on my students' knowledge and skills related to the subject. It is good. I do it through pre-assessments and classroom discussions.
20	Checkup guided story writing Assignment	Grammatical and word selection be focused. Form and content in a coherence be checked up.	By collecting note copy, I remark the required writing.
21	Direction / Advice in Classroom	The remarks of note copy be discussed.	Having certain noted copy, is the free writing well, better, best be highlighted and accuracy be talked.
22	Next guided story writing	On contemporary topic be discussed for writing.	Coherence, accuracy and cohesion in free writing be asked
23	Checkup guided story writing Assignment	Coherence, accuracy and cohesion in free writing be checked out.	Formal, informal free writing be discussed. Sample be presented.

24	Guided story writing	Brainstorming the idea and choosing the vocabulary	I gather baseline data on my students' knowledge and skills related to the subject. It is good. I do it through pre-assessments and classroom discussions.
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Appendix III
Date of Observation

Objectives	Identify the elements of writing Prepare the writing in their own words.
Create a Lesson Plan	Created a detail lesson plan
Collect Baseline Data	Before starting the writing unit, I gathered baseline data on my students' knowledge and skills related to the subject. It is good. I did it through pre-assessments and classroom discussions.
Teach the Writing Lesson	I incorporated various teaching methods, such as, discussions, lectures, reading assignments, pair work and practical exercises.
Observation	I prepared observation form including necessary subtitle.
Document Student Progress	Handwritten Portfolio was prepared from each students.
Assessment and Feedback	Pre-test and progress test was taken.
Reflection	Reflection was taken from students.
Teaching Methods	Student centered method was used.
Post-Assessment	It is taken.
Share Findings	Good result of progress test was shared to my colleagues.

Appendix IV
Teacher's Reflection

- i) What kinds of challenges do you face while teaching writing skill?
.....
.....
- ii) Do you face students' mother tongue interference in the classroom while teaching writing skill?
(a) Yes
(b) No
- iii) Students' poor grammar, pronunciation and hesitation are the main challenges of teachers to address while teaching speaking skill. What do you think?
.....
.....
- iv) To teach grade VII students using pair work, group work and role play technique is challenging. What do you think? Please, give reason to support your answer.
.....
.....
- v) Which of the following is the challenge of teachers while teaching speaking skill?
(a) Students' inhibition
(b) Students' difficulties in speaking
(c) Students' nature of nothing to say
(d) Students' poor background in English

Appendix V
LESSON PLAN: 1

Sub: English

Time: 45 min

Grade: VII

Date: 2080/11/12

Topic: Dialogue

A. Specific Objectives: On the completion of this lesson, students be able to:

- a) Give the suggestion and advice to the people in various situations.
- b) Complete the task related to the topic.

B. Instruction: Using sample chart of dialogue, I describe its value and necessity in practical life. I demonstrated through dramatic method by using class students.

B. Essential Materials:

- a) Chart paper having different situations related to suggestion and advice
- b) Flash card having different structures to give suggestions
- c) Through ICTI use the audio visual in classroom.

C. Additional Teaching Learning Activities:

Pre-task

- Teacher introduce and define the topic.
The teacher begins the lesson by showing the writing sample of dialogue and audio cassettes in the beginning later on I describe about this
- The teacher selects 2 students and asks them to create the situation of dialogue turn by turn.

Post-task

- The teacher present the chart containing unit 17 and the sample provided the syllabus.
- All students have chance to write the story in different situations.
- The teacher provides the students with sufficient time to practice.

LESSON PLAN: II**Sub:** English**Time:** 45min**Grade:** VII**Date:** 2080/11/13**Topic:** Essay Writing**A. Specific Objectives:** On the completion of this lesson, students be able to:

- a. Request the people using appropriate structure as well as give response properly.
- b. Complete the task related to the topic.

B. Instruction: I use the sample of essay from different open chart. Same time I show the sample of essay writing of given in syllabus. I present the importance of essay and writing skills in career.**C. Essential Materials:**

- a. Chart paper having different structures and sentences of requesting.
- b. The essay on the syllabus about Yogi Narahari Acharya, a biographical essay demonstrate in the classroom.

D. Teaching Learning Activities:**Pre-task**

- Teacher introduce and define the topic and show the chart paper.
- The teacher form groups and make them pairs from both group.
- The essay of Nelson Mandela from Class ten I present in class eight as a sample and show the necessity of the writing skills in classroom.

Post-task

- The teacher present the chart containing different structures and ways of giving suggestions and advice.
- The teacher encourage them and as well as provide some feedback.
- The students discuss about the topic and share their ideas.

LESSON PLAN: III**Sub:** English**Time:** 45 min**Grade:** VII**Date:** 2080/11/14**Topic:** Personal Letter**A. Specific Objectives:** On the completion of this lesson, students be able to:

- a. Give the instructions to others for different activities.
- b. Complete the task related to the topic.

B. Instructions: I show the different letters like letter editor, congratulation letter, condolence but this time I show the personal letter, how to write ? Why is it necessary ? I present in classroom. I show unit of grade seven as a sample to write personal items like education, family, any social problem etc.

C. Essential Materials:

- Chart paper, picture cards
- Flash card having different structures to give instruction

D. Teaching Learning Activities:**Pre-task**

- Teacher introduce and show the picture cards.
- The teacher selects some students and asks them to see the picture and discuss in group about it.

Post-task

- The teacher share the ideas and provide them with some feedback to their role and give some suggestions.
- All students have chance to play the role in different situations.
- The teacher provide the students with sufficient time to practice.

LESSON PLAN: IV

Sub: English **Time:** 45 min
Grade: VII **Date:** 2080/11/15
Topic: Paragraph Writing

A. Specific Objectives: On the completion of this lesson, students be able to:

- a. Express their abilities using different structures.
- b. Complete the task related to the topic.

B. Instructions: I show the book of grade seven about connecting to paragraph writing. I present why paragraph is necessary ?, what is its use in a daily life ?, I describe all aspect of paragraph in same classroom.

C. Essential Materials:

- a. Chart paper having various structures of expressing abilities.
- b. Flash cards
- c. Sample of paragraph writing

D. Teaching Learning Activities:

Pre-task

- The teacher begin the lesson by showing the chart paper.
- The teacher selects some students and asks them to create the situation of writing and play the role of characters turn by turn.

Post-task

- The teacher give some suggestions and provide them homework.
- All students have chance to play the role in different situations.
- The teacher provide the students with sufficient time to practice.

LESSON PLAN: V

Sub: English

Time: 45 min

Grade: VII

Date: 2080/11/16

Topic: Story Writing

A. Specific Objectives: On the completion of this lesson, students be able to:

- a. Apologize for their mistakes using different structures.
- b. Complete the task related to the topic.

B. Instructions: I describe about story. Why is a story written ? How is it written ?, connecting all dimension of story I try to describe the narrative story in the class. Later on its type and structure be described.

C. Essential Materials:

- Chart paper.
- Flash card having the table of sentences.
- Sample of story.

D. Teaching Learning Activities:

Pre-task

- Teacher introduce and define the topic.
- The teacher begin the lesson by showing the flash card.
- The teacher selects some students and asks them to create the unit six turn by turn.

Post-task

The teacher present the chart containing different structures and ways of geologizing. All students have chance to play the role in different situations.

- The students share their ideas to the class and the teacher gives them some feedback and provide them homework.

LESSON PLAN VI**Sub:** English**Time:** 45 min**Grade:** VII**Date:** 2080/11/18**Topic:** Letter to Editor**A. Specific Objectives:** Students be able to

- a. Prepare a writing on their own way.
- b. Compare with personal letter.

B. Instructions: I show the sample of letter to editor. Later on I describe its part and how is it written be demonstrated in the class.**C. Essential Materials:**

1. Kandipur, The Kathmandu Post, The Himalayan Times sample be present.
2. Sample through cell be presented.

Procedures:

At first, I ask them to watch the example of writing in online that be sent on the messenger group. I give students access to a digital writing about Kathmandu post and other online later to editor. When we be in actual class, I divide the students in five groups to read online material at school and ask them to prepare at least ten question from given writing. Twenty minutes be provided to read and prepare the questions. Those questions be asked to each other group to answer them. If they cannot question or answer the teacher be facilitate them.

Again, I ask some questions. Such as 1. What is writing? 2. Where have you visited? 3. What are the things that impressed you? 4. Did you enjoy there? 5. What do you say to international tourists to visit that place? At last, I make them clear up any confusion or misunderstandings.

After their first step to be clear about the feature of a place to be written in writing, printed hand out (Appendix B) be provided. They read it in pair and share their view each other for writing another writing of Kathmandu. I facilitate a conversation about the writing's interesting features, the author's viewpoint, and the writer's writing style.

I divide students in pair. Then, I assign each group of the writing about Kathmandu to write. 15 minutes be allocated them to complete this task in pair. After completion of writing on Kathmandu, they present it to the class. Five/ five minutes be given to each pair for presentation.

Feedback be given by the teacher.

At last, we discuss common themes, experiences, and challenges faced during the creation of writing entries. I encourage students to share interesting insights or findings from their research.

In post activities I conclude the lesson with a reflection on the importance of writings in understanding and appreciating different cultures and places.

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